

**Texas Education Agency
Standard Application System (SAS)**

2018–2020 Charter School Program High-Quality Replication

Program authority:	Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	June 4, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, April 17, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Vanguard Academy	108-808	N/A	
Vendor ID #	ESC Region #		
74-2971562	01		
Mailing address		City	State ZIP Code
1200 E. Kelly St.		Pharr	TX 78577
Primary Contact			
First name	M.I.	Last name	Title
Dr. Narciso		Garcia	Superintendent
Telephone #	Email address		FAX #
(956) 781-1701	n_Garcia@vanguardac.net		(956) 781-8055
Secondary Contact			
First name	M.I.	Last name	Title
Linda	V.	Alaniz	Grant Manager
Telephone #	Email address		FAX #
(956) 365-4100	Linda_Alaniz@hotmail.com		(866) 600-0374

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Narciso		Garcia	Superintendent
Telephone #	Email address		FAX #
(956) 781-1701	n_Garcia@vanguardac.net		(956) 781-8055
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

701-18-110-001

Schedule #1—General Information

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); AND A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); AND A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND Either of the following: <ul style="list-style-type: none"> A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521(a)(2)); OR A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); OR A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.
2.	Board of Trustees Approval	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3.	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the district partnership with a high-quality charter school, and the rationale for the district authorizing the campus charter; A detailed description of the admission requirements for the campus charter; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4.	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5.	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)
6.	Additional Assurances	A completed Additional Assurances for School District Authorizers Form (See Appendix 4.)

Part 2: Acceptance and Compliance**For TEA Use Only**

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By TEA staff person:

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures compliance with IDEA Title I, Part B, Section 613, as cited in Appendix 1.
4.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
5.	The charter school will maintain clear documentation and data for the school and students served by the CSP High-Quality Replication Grant Program; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the CSP High-Quality Replication Grant Program funds.
6.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
7.	<p>According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempt from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charterschool.</p>
8.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. <p>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.</p>

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Vanguard Academy is a high-quality charter that has received notable accomplishments for their superior academic performance (Academic Achievement in Science; Academic Achievement in Social Studies; etc.). Unfortunately, due to limited facilities and resources, Vanguard Academy is only able to offer a school program to students in grades PK4-12. With the acquisition of the Charter School Program High-Quality Replication Grant the charter plans to open a new charter in Mission, Texas, to offer courses to students in Pre-K3 – 3rd grade then scale up through 12th grade, while focusing on improving the academic outcomes for educationally disadvantaged students. New campus name will be Vanguard Monet.

Needs: The charter designed program, was tailored to successfully address the needs of the target population of English Language Learners (ELL), Special Education, Economic Disadvantaged and At-Risk students. The charter will accomplish this by incorporating the grant requirements stated in the grant guidelines. These include but are not limited to: Provide an educational program that enables all students to meet challenging state student academic achievement standards; Monitor how the charter recruits, enrolls, trains, and meets the needs of all students, including children with disabilities and English learners; and Create a list of specific objectives and goals for this grant.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts)

In order to develop the proposed activities and budget, the charter developed goals and milestones that would assist in meeting areas that were identified as high need. Next, the charter researched evidence-based practices that have been successful in improving outcomes in demographics that are comparable to the proposed student demographics in Mission, Texas.

The charter determined the number of teachers and students to participate in the program and the amount of funds needed to provide appropriate equipment, assessments, professional development training, travel to attend trainings, and program management. These processes provided the charter with an accurate understanding in the amount of grant funds that are needed to meet the defined goals of the application.

To ensure the design of the proposed program reflects up-to-date knowledge, scientifically based research, and effective practice, the charter reviewed a study that was published by the U.S. Department of Education. This study was conducted by the National Center for Education Evaluation and Regional Assistance in 2010. The study validates the need for charter expansion. Based on the information below, charter schools significantly impact students that are economically disadvantaged, and highly At-Risk of dropping out of school.

"Among the lower-income group, charter school admission had a positive and significant impact on academic scores... The findings suggest that the charter schools reviewed had positive effects in subjects for more economically disadvantaged students."

Therefore, based on the findings provided by the National Center for Education Evaluation and Regional Assistance, and based on the highly qualified distinction designations the charter received, the administration and board believe it is crucial to apply for the Charter School Program High-Quality Replication Grant to ensure they can replicate their high-quality program found at Vanguard Academy Rembrandt, and significantly impact the needs of economically disadvantaged students in the Rio Grande Valley (Mission, Texas).

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program activities relate directly to the program goals, local objectives, and strategies. (4 points) The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)

All program activities such as the Professional Development Training, purchase of research-based curriculum, software, and assessments, equipment, furniture, rental lease of facilities and copiers/faxes, all tie to the intended goal of the state to increase the number of high quality charters. The budget is tied into the program objectives listed below:

Objectives:

1. Open a new campus for the 2018-2019 school year and begin serving students no later than 8/20/2018
2. Serve at least 200 students during the 2018–2019.
3. Provide services to a minimum of 50 students in grade levels that are state assessed
4. Provide a campus that is 3 miles or fewer in proximity to at least one Improvement Required campus.
5. Provide high quality instruction as determined by TEA State Accountability Report with distinction designations on the Top 25 Percent list.

The following are a few of the activities proposed. A more detailed list with milestones is identified on Part 2: Milestones and Timeline.

Activities:

1. Partner with parents/CBOs/ elected officials/ISDs.
2. Build an effective parent-base.
3. Understand needs of the community.
4. Inform all stakeholders of interest in new school.
5. Identify community educational needs unmet.
6. Conduct data-gathering community demographics.
7. Scale up to grade levels Pre-K3-12th.
8. Encourage neighboring families/friends to enroll.
9. Provide programs of interest.

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The facility and its classrooms will be designed and accessible to all students regardless of their handicap, disability, or learning impairments. Vanguard Academy will provide inclusion and equity to all students to ensure that all eligible students can participate and learn. Inclusion activities will include helping students overcome barriers limiting the presence, participation, and achievement of learners. Through these measures, Vanguard Academy will provide activities that are of sufficient scope and quality to ensure substantial academic gains are realized among all eligible participants.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) Each of the proposed academic strategies and activities that will be implemented through this CSP High-Quality Replication grant will be evidence-based to ensure they are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program. Each of the vendors that have been preliminarily selected have research demonstrating their success at increasing at-risk students' academic proficiency. Furthermore, trainings being considered have been shown to be effective at increasing teachers' effectiveness. Each of these strategies and activities will be monitored closely to ensure that adequate gains are being made.

Application is organized and completed according to instructions- 5 points Vanguard Academy has completed this proposal and organized it according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section of this narrative.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-808			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA					
Grant period: June 4, 2018 to July 31, 2020			Fund code: 258		
Budget Summary					
Schedule #	Title	Class/ Object Code	Planning Activity: Direct Program Costs	Implementation Activity: Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$3,000	\$0	\$3,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$15,000	\$229,000	\$244,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$151,000	\$151,000
Schedule #10	Other Operating Costs (6400)	6400	\$1,000	\$1,000	\$2,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$19,000	\$381,000	\$400,000

No administrative costs (direct or indirect) may be charged to this grant program.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$400,000 for the Grant period: June 4, 2018 to July 31, 2020 months of the CSP High-Quality Replication grant is reasonable, cost-effective, and adequate to support the program. The amount is reasonable when considering it will target 1 campus, 236 students, and 13 teachers. The estimated costs are based on current district expenditures, and the district will follow all necessary procurement procedures to ensure the best cost is made available on expenses.

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) Only items necessary for planning and implementation were included in the budget. Only allowable and reasonable costs were included that support the proposed activities. The Charter incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the Charter took into account expenses that are reasonable and necessary in order to fulfill the proposed program.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, Vanguard Academy does **not** have any CSP High-Quality Replication grants from the United States Department of Education nor the Texas Education Agency (TEA).

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-808			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
Academic/Instructional					
1 Teacher					
2 Educational aide					
3 Tutor					
Program Management and Administration					
4 Project director					
5 Project coordinator					
6 Teacher facilitator					
7 Teacher supervisor					
8 Secretary/administrative assistant					
9 Data entry clerk					
10 Grant accountant/bookkeeper					
11 Evaluator/evaluation specialist					
Auxiliary					
12 Counselor					
13 Social worker					
14 Community liaison/parent coordinator					
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21 Title					
22 Title					
23 Title					
24	Subtotal employee costs:		\$0	\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25 6112	Substitute pay				
26 6119	Professional staff extra-duty pay		\$3,000		\$3,000
27 6121	Support staff extra-duty pay				
28 6140	Employee benefits				
29 61XX	Tuition remission (IHEs only)				
30	Subtotal substitute, extra-duty, benefits costs		\$3,000	\$0	\$3,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$3,000	\$0	\$3,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Curriculum/Software - Will provide a research-based curriculum/software that is designed to assist students in core subjects (math, reading, science, etc.).	\$10,000	\$0	\$10,000
2	STEM-Related Curriculum/Software - Will provide a research-based STEM-related curriculum/software that assists students in preparing for the workforce.	\$0	\$72,000	\$72,000
3	Trainers - Region Center and consultants will provide a variety of professional development trainings.	\$0	\$40,000	\$40,000
4	Building Lease - The charter will lease 13 classrooms to be able to have a place to administer instruction.	\$0	\$100,000	\$100,000
5	Lease of Copiers and Printers - Will be utilized by the charter personnel to print student and teacher work, student data, as well as, for day-to-day school activities and operations.	\$0	\$17,000	\$17,000
6				
7				
8				
9				
10				
11				
12				
13				
14				
a. Subtotal of professional and contracted services:		\$10,000	\$229,000	\$239,000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$5,000	0	\$5,000
(Sum of lines a, b, and c) Grand total		\$15,000	\$229,000	\$244,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108-808

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Furniture – Desks, tables, chairs, and stand-up desks will be purchased to ensure students have a work station when completing school assignments.	\$0	\$51,000	\$51,000
2	Computer, iPads, Chromebooks, etc. – Will be utilized by students to assist in their completion of school work.	\$0	\$100,000	\$100,000
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
Grand total		\$0	\$151,000	\$151,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108-808		Amendment number (for amendments only):		
Expense Item Description		Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.			
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.			
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$1,000	\$1,000	\$2,000
Grand total:		\$1,000	\$1,000	\$2,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 108-808				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A			
66XX—Computing Devices, capitalized						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
66XX—Software, capitalized						
12						
13						
14						
15						
16						
17						
18						
66XX—Equipment, furniture, or vehicles						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$0	\$0	\$0
Grand total:				\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 pts) Needs assessment findings revealed a high percent of students who live in Hidalgo County where the proposed charter school will be located. There are 4 of Improvement Required (IR) campuses within close proximity of the proposed campus. Students in the targeted geographic area need to have choices that include high quality instruction and guidance. This is the opportunity that Vanguard Academy can provide to the community members of the Hidalgo County area.

Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points) The items referenced on Part 1: Evaluation Design provide the processes and methods that the Vanguard Academy staff will put in place to ensure program accomplishments are being realized. **Process:** To understand the charter's desire for expansion, the Vanguard Academy administration utilized state and campus data from the Texas Academic Performance Report (TAPR) to illustrate the charter's current achievement and its accomplishments. Notable accomplishments for Vanguard Academy is their **Distinction Designations** at their Elementary/Secondary Campuses which include: Academic Achievement in English Language Arts/Reading; Academic Achievement in Mathematics; Academic Achievement in Science; Academic Achievement in Social Studies; Top 25 Percent: Student Progress; Top 25 Percent: Closing Performance Gaps; and Post-secondary Readiness (**Source:** 2017 TAPR). **Severity of the problem:** There are 4 of Improvement Required (IR) campuses within close proximity of the proposed campus. Students in the targeted geographic area need to have choices that include high quality instruction and guidance.

Specific needs have been identified and strategies to address those needs have been described. (10 points)

After conducting the needs assessment, the charter realizes that there is a strong need for an additional campus that has the ability to target students in grade levels Pre-K3 -12th through scaling up. This new proposed campus would be in Mission, Texas and called Vanguard Monet.

Description of how needs are prioritized: The charter met with key stakeholders to review the results of the needs assessment and determine how to best accommodate the community's needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. Based on the location for this high-quality charter campus, the staff revealed that there are 4 Improvement Required campuses in the area within a small radius and close proximity to the campus. The facility leased has been board approved through a board resolution through a non-expansion amendment for relocation of Vanguard Monet to 1020 North Los Ebanos Road still within the City of Mission, Texas. The Vanguard Academy Board of Trustees unanimously passed this resolution along with a board resolution to open up the Monet Campus in Mission as well as to apply for the 2018-2020 Charter School Program High-Quality Replication Grant.

The following areas were identified as areas in need: **Additional Facilities** – Mission, Texas is in need of a campus to be enroll students into a high-quality academic program giving the parents a choice in their child's educational training. A facility will need to be rented in order to start the campus. Thereafter, Average Daily Attendance (ADA) and compensatory funds can be utilized to maintain the campus. Along with this campus, the charter will need supplemental instructional materials, a strong academic curriculum program and equipment required to provide the students with targeted assistance in their academics; and, **Professional Development Training** –The charter will need to be able to pay for staff development to ensure staff are fully trained so that students entering into the newly built campus will have the same high-quality personnel that led to increased performance at the Vanguard Academy Rembrandt campus.

Desired Outcome: The desired outcome of this grant application is to be able to create an additional Vanguard campus. The charter believes that by having an additional campus that can offer the same high-quality instructional program as the other distinguished high-quality campuses, staff will be able to increase student scores at a faster pace and there will not be a gap in student learning or a need for remedial studies.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There are 4 Improvement Required campuses within a small radius of the proposed campus charter. Needs have been identified and strategies have been described. (10 pts)	Offer high-quality instructional program as the other distinguished Vanguard Academy high quality campuses in particular Vanguard Academy Rembrandt the campus that will be replicated at Vanguard Academy Monet in Mission, in order to increase student scores at a faster pace and reduce the gap in student learning.
2.	Train the new campus charter staff and faculty to ensure that high quality instruction is provided.	Vanguard Academy believes that their high student academic scores are directly correlated to their highly-qualified staff. Therefore, to ensure their soon to be made campus has high-quality personnel, the charter will recruit and train only high-qualified staff that have experience in assisting students perform well academically. Additionally, the charter will also ensure that their staff attend at least four (4) Professional Development (PD) and teacher trainings during the grant funding period which will make them more capable of addressing the needs of the students.
3.	Provide research-based STEM instructional software and curriculum that have proven results with the same type and similar backgrounds of the targeted students for the campus. Provide a Fine Arts Curriculum that is aligned to all Core Content Subject Areas.	Implement Pitsco Education into their curriculum. Pitsco Education will provide STEM Units that interconnect social and academic competencies. These units were developed by former educators with the intention of creating an awe for science, technology, engineering, and math at an early age. Vanguard Academy Rembrandt has a Fine Arts Curriculum that is aligned and correlated to all Core Content Subjects. The same curriculum alignment will be used at Vanguard Academy Monet.
4.	The charter believes that both the student, as well as, faculty need to be educated properly to ensure the best student academic performance. Therefore, the charter will need instructional software and training that not only assists students but instructors as well.	To ensure both these aspects of education are addressed, the charter will utilize grant funds to contract Texas Educational Solutions (TES). TES brings leading and award-winning educational software (Math, Reading, Special Education, and Dyslexia) and professional development to Texas students and educators. Their software provides assessment, instruction and measurable gains to ensure adequate yearly progress.
5.	Create 21 st Century learning environments that promote learning and cooperative learning through the implementation of one to one devices like Chromebooks. Recently during the 2017-2018 school year, Vanguard Academy Rembrandt implemented a one to one device in grades 5 th through 12 th grade. Each 5 th through 12 th grade student can sign out a Chromebook. The goal is to implement a one-to -one student-to-Chromebook ratio with every 3 rd through 12 th grade student at Vanguard Monet.	The new campus will need equipment that promotes cooperative and project-based learning. Furniture, standup tables, and chairs will promote a updated and 21 st Century workplace environment. Equipment will also include technology equipment like Chromebooks for grades 3 rd through 12 th grade and IPADS for grades PreK-3 through 2 nd grades.

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Schedule #14—Management Plan

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications Are of sufficient quality and depth (5 pts)
1.	Program Coordinator	Must have a minimum of a Master's Degree in Education Administration with Principal Certification or a related field. Experience: Must have a minimum of 3 years of experience in supervisory of small to medium teams and experience in data reporting.
2.	Asst. Superintendent for Curriculum & Instruction	Must have a minimum of a Master's Degree in Education Administration with Principal Certification or a related field. Experience: Developing curricular goals and outlines for new curriculum and curriculum updates and experience in conducting research and consulting with faculty, staff, and stakeholders in the design and development of new curriculum.
3.	Campus Principal	Must have a minimum of a Master's Degree in Education, Administration with Principal Certification or a related field, with a Principal Certification. Experience: Minimum of 3 years of experience.
4.	Teachers	Must have a minimum of a Bachelor's Degree in Education with a Certification in Bilingual Education or a related field. Experience: Must have a minimum of 3 years of experience in communicating and interacting with parents, teachers, and students; Delivering instruction based on individual needs; and Supervising student activities.
5.	Superintendent	Must have a minimum of a Doctorate Degree in Education Administration with a Certification as Principal and Superintendent, or a related field, with a Superintendent Certification. Experience: Handling teacher and staff disciplinary matters; Overseeing grant programs and ensuring schools stay in compliance; and Overseeing the implementation of all state/federal statutes.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Open for the 2018-2019 school year and begin serving students no later than 8/20/2018	1. Partner with parents/CBOs/ elected officials/ISDs.	June 18, 2018	July 31, 2020
		2. Build an effective parent-base.	June 4, 2018	On-going
		3. Understand needs of the community.	June 4, 2018	On-going
		4. Inform all stakeholders of interest in new school.	June 4, 2018	August 15, 2018
		5. Laying the groundwork for fair student recruitment.	June 4, 2018	On-going
2.	Serve at least 200 students during the 2018–2019.	1. Identify community educational needs unmet.	June 18, 2018	On-going
		2. Conduct data-gathering community demographics.	June 4, 2018	July 31, 2020
		3. Hold in-person meetings with parents and students.	June 4, 2018	July 31, 2020
		4. Seek out best-practices and programs.	June 4, 2018	July 31, 2020
3.	Minimum of 50 students will be in grades assessed	1. Promote grades Pre K-3 in 2018—2019.	June 4, 2018	July 31, 2020
		2. Scale up to grade levels Pre-K-12 th .	June 4, 2018	July 31, 2020
		3. Recruit 50 students in state assessed grades.	June 4, 2018	July 31, 2020
		4. Encourage neighboring families/friends to enroll.	June 4, 2018	On-going
		5. Market and recruit from the local county.	June 4, 2018	July 31, 2020
4.	3 miles or fewer proximity to at least one Improvement Required campus.	1. Identify Improvement Required campuses.	June 4, 2018	July 31, 2020
		2. Advertise and market the HQ campus designation.	June 4, 2018	July 31, 2020
		3. Provide programs of interest.	June 18, 2018	July 31, 2020
		4. Provide the necessary support services.	June 4, 2018	July 31, 2020
		5. Provide the academic support services needed.	June 4, 2018	July 31, 2020
5.	Continue the Top 25 Percent Closing Performance Gaps distinction designation.	1. Continue the strategies implemented at VA Charter.	June 4, 2018	July 31, 2020
		2. Provide early detection strategies to identify needs.	June 4, 2018	July 31, 2020
		3. Provide programs of interest.	June 18, 2018	July 31, 2020
		4. Provide the necessary support services.	June 4, 2018	July 31, 2020
		5. Provide the academic support services needed.	June 4, 2018	July 31, 2020

Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points)

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 pts)

In order to solicit feedback and continuously monitor the attainment of goals and objectives, the charter asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the charter establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 pts)

In order to ensure that all program participants remain committed to the success of the program, the charter will ensure that they receive buy-in from charter and campus administrators, teachers, school board members, and parents. Throughout the term of the grant, the charter will continue to meet regularly with administrators, teachers, and board members to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points)

The charter currently isn't open yet. However, when deemed appropriate the charter will coordinate similar/related efforts by offering curriculum and academic programs that are offered at the Vanguard Academy Rembrandt campus. Additionally, the charter will use and apply appropriate community, state, and federal resources to support the added costs that will be associated with the new campus. These include items such as: utilities, building use, maintenance, technology, etc.; thereby, maximizing the effectiveness of grant funds.

Moreover, to ensure that the program continues after the grant period, the charter will utilize ADA funds and actively look for funding sources that help support and sustain this program over an extended period of time. The charter's **plan for sustainability** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The charter will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Standard Operating Procedure (SOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; Maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was utilized during the grant funding period; Create more flexibility in existing streams; and Continue building public-private partnerships.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108- Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Open for the 2018-2019 school year and begin serving students no later than 8/20/2018 (15 pts)	1	Obtain building rental agreement.
		2	Purchase orders for the purchase of furniture and equipment.
		3	Student Enrollment Reports
2.	Serve at least 200 students during the 2018–2019. (15 pts)	1	Student Enrollment Reports
		2	Attendance Reports
		3	PEIMS Report
3.	Minimum of 50 students will be in grades assessed for state accountability purposes (grades 3–11) in 2018–2019. (10 pts)	1	Student Enrollment Reports
		2	Attendance Reports
		3	PEIMS Report
4.	3 miles or fewer proximity to at least one Improvement Required campus. (20 pts)	1	PEIMS Report
		2	Geographic Map
		3	Student Transfer forms
5.	Continue the Top 25 Percent Closing Performance Gaps distinction designation. (10 pts)	1	2018-2019 TEA Accountability Ratings
		2	Distinction Designation in any of the 7 designations established by TEA

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The methods of evaluation provide for examining the effectiveness of program strategies. (2 pts) The items referenced above on Part 1: Evaluation Design provide the processes and methods that the Vanguard Academy staff will put in place to ensure program accomplishments are being realized. **Methods of evaluation clearly related to the intended results of the project . (3 pts)** In order for the charter to monitor the attainment of the program's goals, strategies, and objectives, the charter will ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include: Program-level data such as: reviewing campus enrollment records, ensuring curriculum, software, and training were obtained, and that training is occurring. Student-level data will include: conducting surveys to provide continuous feedback on the program; conducting classroom observations on a regular basis to provide the Principal and grant officials the opportunity to determine whether the trainings, instructional materials, and technology are having a positive impact on the teachers' ability to engage students and increase productivity; and reviewing student achievement results, attendance data, test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the campus has demonstrated an increase in student/parent/teacher participation. **The evaluation design includes processes for collecting data, including program-level data and student-level academic data. (3 pts)** Vanguard Academy administration will evaluate the program and ensure that the program is on target to meet its proposed outcomes as referenced above. The assigned Program Coordinator will be required to collect data and submit to TEA any program reports required by the state or by their third-party evaluator. **The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 pts)** By administering quarterly surveys and collecting and consolidating formative data in a database on a weekly basis, the Superintendent, Assistant Superintendent for Curriculum and Instruction, Program Coordinator and the Vanguard Monet Campus Principal will be able to identify and correct any problems in the program. Performance measures will be utilized to assess program progress in meeting the stated goals and objectives. If any of the initiatives are deemed to be ineffective in positively enrolling students at the campus, the Administrative Team/Committee will convene to discuss alternate initiatives or activities that may be substituted. When possible, feedback will be solicited from teachers, parents, students, and community members. Flyers will be sent home with students and the campus website will be updated to notify stakeholders of any changes made. Parent meetings "Ala" town hall meetings will be conducted to receive feedback from all stakeholders and community members.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Statutory Requirement 1: Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following activities delineate the campus and administrative roles and responsibilities implemented by the charter that will be incorporated into the proposed campus for Pre-K3 -3rd grade.

- **Superintendent:** Oversees the functions of the Vanguard Rembrandt Academy campus, assures all programs are supported through resources and financing, and provides support to sustain the charter. Assures programs are supported at the charter level and assists with program maintenance and sustainability.
- **Assistant Superintendent for Curriculum and Instruction:** Will develop curricular goals and outlines for new curriculum and curriculum updates. Will conduct research and consult with faculty, staff, and stakeholders in the design and development of new curriculum.
- **Campus Principal:** Oversee all aspects of their designated campus including: maintaining the budget for the school, providing curriculum oversight, providing program sustainability, coordinating staff development, monitoring student enrollment, maintaining communication community partners, overseeing staff and building maintenance, among other duties.
- **Campus Counselor:** Oversee scheduling, grade audits, grade conferences, grade analysis, parent nights, and recruitment. Oversees Response To Intervention (RTI), Section 504 as well as LPAC and Behavior Support through Behavior Plans or interventions. Attends all ARD meetings for Special Education. These areas will assist the campus with providing proper interventions for all students and ensure any learning deficits or gaps are closed.
- **Fine Arts Director:** The Fine Arts Director will ensure the Fine Arts curriculum is aligned to all core subjects at each grade level. The Fine Arts Director along with the Assistant Superintendent for Curriculum and Instruction will ensure Core Content Subjects and Fine Arts curriculum are horizontally and vertically aligned as well as cross curricular alignment. This has allowed for Vanguard Rembrandt Academy students to be academically successful, and will allow for Vanguard Monet students to also be successful.
- **Campus Improvement Committee (CIC):** This committee includes members such as: campus administrators, staff, parents, and community members. They are charged with providing pertinent grade level information and feedback of best practices that help students achieve their academic goals. Their expertise and input will play a vital role in the support and success of the proposed new campus.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Statutory Requirement 2: Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The newly proposed Pre-K3-3rd grade campus will follow the same **quality controls** as do all the other Vanguard Academy campuses (Mozart Pr-K3-12th, Picasso Pre-K -5th, and Rembrandt Pre-K – 12th) do with the authorized public chartering agency. Vanguard Academy emphasizes the union of faculty, staff, and students working toward common goals, in order to gain a more cohesive atmosphere. As part of the "positive school" environment, Vanguard Academy makes each campus responsive to human needs. Procedures, rules, and regulations are closely observed thus forming a campus-wide and district-wide safe and nurturing environment for all students and staff.

Vanguard Academy Rembrandt takes pride in its **accomplishments and school's performance** and abides by the state's **accountability system** to positively impact student achievement and academic growth. Notable accomplishments for Vanguard Rembrandt in 2017 are their *Distinction Designations* at their Elementary/Secondary Campuses which include: Academic Achievement in English Language Arts/Reading; Academic Achievement in Mathematics; Academic Achievement in Science; Academic Achievement in Social Studies; Top 25 Percent: Student Progress; Top 25 Percent: Closing Performance Gaps; and Post-Secondary Readiness (**Source:** 2017 TAPR). Vanguard Academy Rembrandt received all seven possible distinction designations from the Texas Education Agency.

As per the 2016-2017 **financial accountability rating system**, known as the School Financial Integrity Rating System of Texas (FIRST), Vanguard Academy received an A-Superior Rating. This rating ensures that open-enrollment charter schools are held accountable for the quality of their financial management practices. The system is designed to encourage Texas public schools to better manage their financial resources in order to provide the maximum allocation possible for direct instructional purposes. The same integrity and dedication with finances applied at the Charter will be incorporated into the newly proposed Pre-K3-3rd grade campus.

The **structure and operational factors** involving the management of the school lie on the Board of Directors, governing board, and its officers. The charter is managed by a Superintendent. Vanguard Academy does not possess a relationship with any private entity that would be involved in the operation of the charter school. The non-profit organization, the governing board, and officers operate the campuses without direct support from any management organization, business/industry, or private individuals who have *any* decision-making powers or control. The Board of Directors function in that capacity and provide direction and guidance regarding future relationships and partnerships.

As demonstrated above, Vanguard Rembrandt Academy has the academic history, financial, structural and operational factors in place that helps the charter annually receive renewal by the Texas Education Agency (TEA).

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County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Vanguard Academy will provide the new proposed charter school campus with autonomy and flexibility consistent with Section 4310. This includes Every Student Succeeds Act (ESSA), Title IV, Part C Section 4310(8) high-quality charter school. Vanguard Academy demonstrates the following:

- A. Shows evidence of strong academic results, which includes strong student academic growth, as determined by a State;
- B. Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- C. Has demonstrated success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school; and
- D. Has demonstrated success in increasing student academic achievement, including graduation rates for each of the subgroups of students.

The proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Below is a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations:

Administration and Fiscal/Facilities Management

- A. Develop an annual budget based on program needs, estimated enrollment, staffing, and other fiscal needs; implement programs within budget limits; maintain fiscal control; accurately and responsibly report fiscal information.
- B. Manage the use of the school plant and grounds; supervise the maintenance to the physical plant and grounds to ensure a clean, orderly, and safe environment.
- C. Provide required reports for all school operations including, but not limited to, enrollment, calendar, attendance, funds accounting, payroll, and transportation.

Vanguard Academy Rembrandt does not need to abide by Chapter 12, Subchapter C due to the fact the charter is a non-profit 501 C3 not operated under a school-district charter.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Vanguard Academy will solicit and consider input from parents and community members. The staff will solicit community engagement through the following measures:

- Know and believe in the proposed school model well.
- Represent it clearly and make sure that it is relevant to the community it will serve.
- Identify community concerns and educational needs unmet currently in the community.
- Conduct thorough research and data-gathering of community demographics and statistics.
- Hold in-person meetings with community leaders and community-based organizations to establish relationships.
- Seek out best-practice sharing with local schools and charters.

The goals of community engagement will include the following:

- Partnering effectively with parents, community-based organizations, elected officials, district schools, and other charter schools.
- Building an effective parent-base.
- Understanding fully the needs of the community the proposed school will be serving and establishing the need for the proposed campus.
- Informing all stakeholders of Vanguard Academy's interest in creating a school in order to engender support.
- Laying the groundwork for comprehensive and fair student recruitment.
- Hold townhall meetings with parents at public places. (i.e. City libraries and convention centers)
- Hold community walks and making home visits by walking the streets of Mission neighborhoods and the surrounding areas.
- Campus Principal, teachers, campus staff and central office staff will make home visits to recruit students.

Through these measures, Vanguard Academy will collect input and feed on suggested strategies for proper implementation and operation of the proposed charter school campus.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Statutory Requirement 5: Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There will be planning funds used in preparation for the start of the school campus. The grant program starts on June 4, 2018. Therefore, from June 4, 2018, until August 20 2018, funds will be utilized in preparation for operation starting Fall 2018.

Planning Phase: The following planned activities and expenditures of grant funds will be utilized in order prepare for the operation of the proposed high-quality charter school campus. No students will be enrolled at this time.

- Professional Development training for staff and teachers.
- Purchase of curriculum and assessments that will be utilized as training instruments for the staff.
- Equipment
- Rental Lease Fees
- Salaries

Implementation Phase: The following expenditures will be utilized after the campus is in full operation with students enrolled. Implementation funds will begin from August 15, 2018, until 7/31/2020 or before.

- Salaries not to exceed the first 30 days of Implementation
- Recruitment and Marketing staff hours, brochures, social media, newspapers, etc.
- Equipment such as computers, technology equipment, copy/fax equipment, telephone systems, property insurance for equipment,
- Supplies that are not consumables such as physical education equipment
- Curriculum, textbooks, library books, and reading materials
- Furniture items such as: desks, chairs, file cabinets, etc.
- Minor repairs to accommodate technology and equipment
- Technical Assistant Consultants/Professional Development Trainers

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.

(3 points) All expenditures for Vanguard Academy Monet will be new and will not duplicate services currently being provided. This is a proposed new campus with no services currently being offered.

Vanguard Academy Monet will utilize Average Daily Attendance (ADA) funds and other state and federal grant allocations to maintain financial sustainability after the end of the grant period. Competitive grant funds will also be sought in an effort to secure the necessary supplies, materials, equipment, training, and staff.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Statutory Requirement 6: Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Vanguard Academy Monet staff will take community engagement input seriously and incorporate it into the operation of the proposed charter school campus. Building strong parent-school relationships is a way to increase school and student outcomes.

Research: One study defined parent-school relationships by the degree to which parents trust staff, have positive interactions with staff, and feel welcome at the school. This study used data from the National Household Education Surveys Program of 2007: Parent and Family Involvement in Education Survey, which collected data from across the United States. This study restricted data use to students in sixth through twelfth grades. Data for parent-school relationships and student outcomes were gathered through parent interviews. Results from SEM revealed that all three aspects of this parent-school relationship were positively associated with student outcomes (i.e., estimates of students' grades, report of students' problem behaviors at school, report of whether students had to repeat a grade) (Froiland & Davison, 2014).

Parent/Family: Vanguard Academy Monet will not ignore parent/family input. Ignoring parents' wisdom is a missed opportunity since nobody knows a child better than a parent. Parents have observed their children in a wide range of situations over the course of their lives. This knowledge can be instrumental in developing effective learning strategies that are catered to individual needs.

For example, parents can answer a number of questions that illuminate otherwise hidden aspects of our students' lives. Questions such as:

- Does the student who struggles to speak up in class also struggle to express himself/herself at the dinnertable?
- Does he/she read books for pleasure?
- How often and for how long?
- Is a child's school anxiety showing up in the less-structured environments of at home, too, or is it distinctly academic?
- How does the child manage free time?
- How much time is spent on homework, and is support necessary and/or available at home?
- Does the child have frequent emotional meltdowns or problems with impulse control?

Understanding the specific home challenges and effective strategies that parents employ to address them can often provide teachers with more tools to better understand and work with the students in their classrooms.

Furthermore, Vanguard Academy administration and staff will take feedback and suggestions from community partners to further enhance the development of curriculum, student/parent relationships, and secure human capital and funding resources.

Community Engagement: Research on a Community Collaboration Model for School Improvement found the importance of involving community organizations in addition to families in order to improve student and school outcomes. Results from preliminary findings of a mixed-methods approach found that all six schools included community and family stakeholders on their improvement teams and expanded their improvement plan based on the review of academic and nonacademic data. In addition, infrastructures were developed to help connect teachers to other service providers, and schools were able to enhance and expand their funding streams through these partnerships.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Statutory Requirement 7: Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Vanguard Academy Monet will not be providing transportation to students. The transportation model for Vanguard Rembrandt and all Vanguard Academy campuses for the last seventeen (17) years has been where the students are dropped off and picked up by their parents every day. Vanguard Academy provides students with disabilities or who are special needs with the adequate resources whether it would be Speech Therapy, Occupational Therapy and Physical Therapy. Vanguard Academy pays these providers through IDEA funds and school district funds to ensure consultants go to each campus and provide these services to our students.

In order to provide all of our at-risk, economic disadvantaged, students of color and all students the opportunity for free College Tuition, we hire teachers with Master's Degrees or we transport students to South Texas College (STC) or The University of Texas Rio Grande Valley (UT-RGV) where they take advantage of Dual Enrollment courses.

Vanguard Academy has discovered that by allowing parents to personally drop off and pick up their children every day, it has allowed for our campuses and charter to be successful when it comes to communication between the school and the student's family, since there is constant communication between the teacher, principal and the parents on a daily basis. This model has allowed for Vanguard Academy and Vanguard Rembrandt to provide an after school program to all children. All six (6) of Vanguard Academy campuses provide a Fine Arts enrichment program after school to all students in the school district but in particular to those parents who cannot pick up their children at 3:15 pm at dismissal time. The Fine Arts After School Program is from 3:15 PM through 5:30 PM Monday through Friday. Vanguard Academy has had success with model of transportation the last seventeen (17) years the charter has been in operation.

In addition, charter buses and vans will be used as a method of public transportation for field trips and other school-sponsored activities. Funds for such transportation will be allocated in the budget like it has the last seventeen (17) years.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

TEA Program Requirement 1: Population to be Served in 2018–2019. Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2018–2019. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District- Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	52	44	44	44	66										250
TOTAL:	52	44	44	44	66										250
Total Staff															13
Total Parents															375
Total Families															125

TEA Program Requirement 2: Population to be Served in 2019–2020. Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District- Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	74	44	44	44	44	66									316
TOTAL:	74	44	44	44	44	66									316
Total Staff															16
Total Parents															563
Total Families															29

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

TEA Program Requirement 3: Provide the names and nine-digit county/district/campus numbers of the *Improvement Required* schools identified in the most recent accountability ratings near the proposed charter school campus that serve the same grade levels that the proposed charter school campus will in 2018-2019. For each *Improvement Required* school listed, include the distance from the proposed charter school campus.

Please see <https://rptsvr1.tea.texas.gov/perfreport/account/index.html> for more information. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

	District Name	Campus Name	9 Digit CDC Number	Distance (in miles)
1.	Excellence in Leadership Academy	Excellence in Leadership Academy	108809	3
2.	PSJA ISD	College Career and Technology	108909	10
3.	La Villa ISD	La Villa Middle School	108914	35
4.	La Villa ID	Jose Bernabe Munoz Elementary	108914	35
5.				
6.				
7.				
8.				

3 miles or fewer proximity to at least one Improvement Required campus. (20 pts)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-808

Amendment # (for amendments only):

Statutory Requirement 8: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108-808

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-808

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-808

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-808

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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